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We shall be what you will make us.
Make us wise and make us good ;
Make us strong for time and trial,
Teach us temperance, self-denial,
Patience, kindness, fortitude.

The center of the course seems to be a mural painting of "St. George and the Dragon" in each of the classrooms. This appears frequently in the numerous photographs—sometimes a child is pointing at it and again a teacher does the same. There are dragons which the children are to kill—selfishness, laziness, etc. Positively the children are to rear a temple with seven columns—love, obedience, etc., supporting self-control, harmony, joy, etc.

Everything is excessively moral. On p. 161 is a lesson on "Co-operation Shown in the Formation of a Sentence." The first direction given is, "Commence the lesson by asking the children to think about something." The final statement is, "We see, therefore, that *words* can co-operate, as well as people, when used properly."

Next comes "Co-operation in Nature"—the lesson is on fertilization: "Provide each child with a simple flower; preferably one with only one pistil. . . . They are not to be dissected, as this is contrary to the teaching of the school, 'They murder to dissect.'"

These lessons are followed by written exercises by the pupils, a number of which are printed. They are for the most part mechanical reproductions of what was given in the lessons but, on the whole, less offensively moralized.

When studying religious education in some English and German schools and moral education in French schools I was reminded of the answer given by a western pioneer to a traveler inquiring which of three roads he should take, "Stranger, they all lead to town. It don't make no difference which you take; you'll wish you'd taken one of the others." What this book represents will not help the advocates of old-fashioned religious education in England to be willing to give up even the committing to memory of the prohibitions to marriage.

When there is so much to be done in these important phases of education it seems unfortunate to have such material as this book contains receive the indorsement of a prominent publisher.

Recollections of a New England Educator, 1838-1908. By WILLIAM A. MOWRY. New York: Silver, Burdett & Co. Pp. 292. \$1.50 net.

While it is stated that this book is not an autobiography the personal note predominates. Mr. Mowry has been a country boy and teacher, a student at Phillips Andover and Brown University; he has been connected with private and public schools as teacher, principal, superintendent, and member of the school board. Add to these his experiences as captain in the Civil War, as editor of various educational periodicals, writer of textbooks, director of Martha's Vineyard Summer School for nineteen years, and institute lecturer all over the country, and one can see what a wealth of material he has to draw upon. It is fortunate that these reminiscences have been preserved, for they will serve to aid students to get into touch with original impressions of an important period in American life.

The writer has evidently said what he felt like saying and in the manner he cares most for. He does not hesitate to take an entire page to tell how he maneuvered to reach Kokomo in order to meet a lecture engagement, or to reproduce verbatim a conversation of half a century ago about what may seem to the reader to have been a trivial topic. Some of these conversations and questionings remind one of George Borrow in their naïveté. Mr. Mowry has positive feelings about religious matters. He evidently felt better about his old schoolmate, Dr. W. T. Harris, after the latter had told him, "Christianity is absolute truth fighting against error, and always has been." He compares commencement days in 1885 at Harvard University and Bates College. In the former case, "So far as I observed these orations might have been given in a Mohammedan or a Brahmin college." In the latter, "On the contrary, the next day at Bates College, I think there was some sentiment decidedly religious and Christian in every one of the orations delivered."

No chapters are more interesting than those upon Dr. Taylor and Andover. Mr. Mowry places Dr. Taylor at the head of the list of American teachers and compares him to Arnold of Rugby. "Dr. Arnold's pupils became the leaders of thought and action in Great Britain; Dr. Taylor's disciples, perhaps to a greater extent, have led American life in thought, in letters, in governmental circles, in the colleges and seminaries, and in business life."

One must not let any aspect of the book lead him to overlook the pioneer work done by the author in school hygiene, grading, promotion, methods of teaching, course of study, summer-school development, educational journalism, and a host of other important advances on account of which we are better off today.

FRANK A. MANNY

THE WESTERN STATE NORMAL SCHOOL
KALAMAZOO, MICH.

A Textbook of Practical Physics. By WILLIAM WATSON. New York: Longmans, Green & Co., 1906. Pp. 626. Illustrated. \$2.60.

This excellent book is neither a textbook nor a laboratory manual in its strictest sense, but is rather in the nature of a combination of the two. It is intended for second- and third-year students in college. The following sentences from the preface indicate the plan and scope of the book. "The experiments described are not intended for a beginner, but are suited for a student who has already spent a little time in the laboratory and worked through a more elementary course of experiments, such as those described in the author's *Elementary Practical Physics*. It is hoped that teachers and students will find that all the experiments which can be performed with advantage in a laboratory having ordinary equipment are described. In almost every case the descriptions and hints apply to any pattern of apparatus, no attempt being made to give elaborate instructions for working some particular form of instrument. It is hoped, however, that the figures will be found of assistance by teachers when making apparatus needed to perform many of the experiments. The aim of the book is to draw attention to those points which require care, and to indicate the sources of error which are common to all the instruments which are likely to be employed."